

Australian
Curriculum
Review of Years
7-10 Economics
and Business



Implementation proposed for 2022.

Feedback sought by both QETA and ACARA

The ACARA Economics and Business Review

- In 2020 ACARA was asked to review the Australian Curriculum, including HASS, and including the Economics and Business Curriculum.
- The Review identified a number of opportunities to improve the F-10 Australian Curriculum: HASS in particular, around the need to bring greater clarity and consistency to the structure of the learning area and its subjects, and to reduce content to allow for greater depth of study.
- The consultation period for the Review is from **29 April to 8 July 2021**
- The implementation is proposed for **January 2022**

The role of QETA

- QETA's aim, on behalf of members, is to work with ACARA to achieve a clear, decluttered and meaningful Yr 7-10 Economics and Business curriculum. A curriculum that **all HASS teachers feel confident in teaching, and that students will want to learn.**
- **Feedback to QETA**, through one of the following options:
 - Online Webinar **Tuesday 1st June** at 3.30 – 4.15 pm
 - Online Webinar **Wednesday 2nd June** at 3.30 – 4.15 pm
 - Remote & regional perspectives online webinar: **Tuesday 8th June at 3.30-4.15pm**
 - Survey Monkey released 1st June to 14 June
 - Direct email of comments – to info@qeta.com.au

Webinar outline

1. Outline of the ACARA proposed changes and the key organising ideas
2. Drill down into Knowledge and Understanding strand proposals for Year levels 7—10
3. Drill down into Skill strand proposals for Year levels 7—10
4. Comment on general capabilities and cross-curricular changes

The QETA survey released to members on 1 June is structured the same as this webinar. Feedback is specifically sought at key points, and these are numbered in the webinar the same as in the survey to allow a targeted approach. You can choose to comment on only specific year levels, or all year levels.

Proposed structure of HASS

No change to recommended timetable hours for Economics and Business:

20 hours in Years 7 & 8

50 hours in Years 9 & 10



Figure 1. Humanities and Social Sciences F–10 core concepts

History 7-10

- Evidence
- Perspectives
- Interpretations

Geography 7-10

- Environment
- Scale
- Change
- Sustainability

Economics and Business 7-10

- The economic and business environment
- Consumer and financial literacy
- Entrepreneurship

Civics and Citizenship 7-10

- Active citizenship
- Democracy
- Global citizenship
- Legal systems

Proposed core concepts evolve from “Resource allocation and making choices”

Significant
change

Key: *new items
proposed are
in green and
italicised on
each slide.*

PROPOSED

- Resource allocation and *decision making*
- The *economics and* business environment
- Consumer and financial literacy
- *Entrepreneurship*

CURRENT

- Resource allocation and making choices
- The business environment
- Consumer and financial literacy
- Work and work futures

Entrepreneurship has been elevated as a core concept, replacing “work and work futures”

Resource allocation and decision-making

Small
change

The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants.

As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, *workers, the financial sector, governments and other economies.*

The economic problem

Choices and trade-offs

*The circular flow of
income model*

- 1a. When you read the Economics content descriptions for a specific year level, do you see these concepts being introduced and/or developed?*
- 1b. Do you see the language of choices and trade-offs in the Economic content descriptions?*

The **economic and** business environment



The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions.

As businesses operate in markets, the decisions they make have social, economic and environmental consequences.

Business operations and their responses

Business decisions have social, economic and environmental consequences

- 2a. When you read the Business content descriptions for a year level, are these concepts being introduced and/or developed?*
- 2b. Is the “economic and business environment” used as a context that is already implicit in content descriptions?*
- 2c. Is this an accurate statement that describes the Business content descriptions proposed by ACARA?*

Small
change

Consumer and financial literacy

Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect *human wellbeing*, sense of security and awareness of future options.

Consumer and financial
decisions and their effects

- 3a. When you read the Consumer and Financial Literacy content descriptions for a specific year level, do you see these concepts being introduced and/or developed?*
- 3b. Is this an accurate statement that describes the Consumer and Financial Literacy content descriptions proposed by ACARA?*

Entrepreneurship

Significant
change

How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

- Risks and rewards
- Economic and business environment
- Economic, social and cultural value

- 4a. When you read the Entrepreneurship content descriptions for a specific year level, do you see these concepts being introduced and/or developed?*
- 4b. Is this an accurate statement that describes the Entrepreneurship content descriptions proposed by ACARA?*
- 4c. Is the focus on “entrepreneurship” able to cover business that are already in existence, or is the focus too heavy on the initiating of a business, rather than maintaining a business?*

Questions?

5. Please forward any other feedback from Part 1 discussion.

1. Outline of the ACARA proposed changes and the key organising ideas
2. Drill down into **Knowledge and Understanding strand** proposals for Year levels 7—10
3. Drill down into Skill strand proposals for Year levels 7—10
4. Comment on general capabilities and cross-curricular changes

Knowledge and understanding strand

Significant
change:
Sub-strands
introduced

Economics and business knowledge refers to the facts, principles, theories and models developed in economics and business.

Economics and business understanding is the ability to see the relationships between concepts and the interdependence of sectors of the economy.

It is comprised of two sub-strands: the function and operation of systems; and economic and business activity.

QETA members should consider if these sub-strand titles are relevant and appropriate to the division of content descriptors. A clearer curriculum makes it easier for non-economic teachers to teach this subject in Years 7-10.

6a. Do these sub-strands add clarity for all HASS teachers and students?

6b. Should the sub-strands be removed or amended?

Year 7 knowledge and understanding Current content descriptors	Year 7 ACARA Proposed Content descriptors	Year 7 QETA Draft Content Descriptions
<ul style="list-style-type: none"> • The ways consumers and producers interact and respond to each other in the market • Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives • Characteristics of entrepreneurs and successful businesses • Why individuals work, types of work and how people derive an income 	<p>The function and operations of systems:</p> <ul style="list-style-type: none"> • reasons societies make economic decisions to allocate limited economic resources to meet the needs and wants of individuals and communities • rights and responsibilities of consumers, producers, businesses and government in relation to consumer and financial products and services. <p>Economics and business activity</p> <ul style="list-style-type: none"> • characteristics of entrepreneurs and how these influenced the success of a local business in the economic and business environment • why and how individuals work, including First Nations Australians, the types of work they are involved in, and how they derive an income in the Australian economic and business environment. 	<p>Economic perspectives/viewpoints?</p> <ul style="list-style-type: none"> • ways consumers and businesses interact and respond to each other in the market • rights and responsibilities of consumers, businesses and government in relation to consumer products and services. <p>Business and personal perspectives/viewpoints?</p> <ul style="list-style-type: none"> • characteristics of entrepreneurs and successful Australian businesses • why and how individuals work, the types of work, and how they derive an income

- 7a. Do the ACARA proposed Yr 7 changes to content descriptors make sense for teaching and learning purposes?
- 7b. Do the ACARA proposed Yr 7 changes **reduce, refine and/or declutter** the curriculum and/or improve teaching and learning?
- 7c. Do the QETA draft Yr 7 suggestions **reduce, refine and/or declutter and/or improve** teaching and learning OR could you add a suggestion for improvement?

Year 8 knowledge and understanding Current content descriptors	Year 8 ACARA Proposed Content descriptors (CD)	Year 8 QETA Draft Content Descriptions
<ul style="list-style-type: none"> • The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government. • The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets. • The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making. • Types of businesses and the ways that businesses respond to opportunities in Australia. • Influences on the ways people work and factors that might affect work in the future. 	<p>The function and operations of systems:</p> <ul style="list-style-type: none"> • how economic decision-making by consumers and producers influences the ways limited resources are allocated to produce goods and services • economic decision-making in Australian markets and economic and business environments, including First Nations Australians' communities and markets. • the role of Australia's system of taxation, including its influence on economic (consumer and financial) decision-making and how the government may use the taxation system to support consumers or producers <p>Economics and business activity</p> <ul style="list-style-type: none"> • how individual consumers and/or producers plan to achieve short-term and long-term personal, organisation and financial objectives in Australia's economic and business environment, including responding to influences on the ways people work • types of businesses and the ways entrepreneurs respond to opportunities in the Australian economic and business environment, including the ways First Nations Australians' communities create economic activity. 	<p>Economic perspectives</p> <ul style="list-style-type: none"> • ways consumer and business decisions in markets influence the allocation of resources to production and the distribution of goods and services • how markets developed in Australian history, from traditional and barter systems to using money as a medium of exchange and store of value <p>Business and personal perspectives</p> <ul style="list-style-type: none"> • how individual consumers and/or businesses budget to achieve short-term and long-term financial objectives in Australia • role of entrepreneurs and the ways a business and/or entrepreneur respond to economic opportunity in Australia.
<p><i>8a. Does Yr 8 content align to the indicated 20 hours of curriculum delivery?</i></p> <p><i>8b. Do the ACARA proposed Yr 8 changes to content descriptors make sense for teaching and learning purposes?</i></p>		<p><i>8c. Do the ACARA proposed Yr 8 changes reduce, refine and/or declutter the curriculum and/or improve teaching and learning?</i></p> <p><i>8d. Do the QETA draft Yr 8 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement?</i></p>

Year 9 knowledge and understanding Current content descriptors	Year 9 ACARA Proposed Content descriptors	Year 9 QETA Draft Content Descriptions
<ul style="list-style-type: none"> • Australia as a trading nation and its place within the rising economies of Asia and broader global economy. • Why and how participants in the global economy are dependent on each other. • Why and how people manage financial risks and rewards in the current Australian and global financial landscape. • The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market. • The changing roles and responsibilities of participants in the Australian or global workplace. 	<p>The function and operations of systems:</p> <ul style="list-style-type: none"> • the nature of international trade, including reasons for the unequal distribution of economic resources between countries, the implications for global trade and agreements and the patterns of trade between Australia and Asia • the role of Australia’s financial system, including its influence on economic decision-making and possible effects on consumers and producers • the interdependence of consumers, producers, the financial sector and government within the global economic and business environment. <p>Economics and business activity</p> <ul style="list-style-type: none"> • how individuals and businesses manage consumer and financial risks and rewards within an economic and business environment • entrepreneurial innovations, including initiatives by First Nations Australian entrepreneurs and corporations, and how Australian businesses manage their workforce, and create and maintain a competitive advantage in a global market 	<p>Economic perspectives</p> <ul style="list-style-type: none"> • role of the government to support business activity and provide public goods and services • nature of international trade, and the cause and effect of patterns of Australian trade, including with Asia <p>Business and personal perspectives</p> <ul style="list-style-type: none"> • role of Australia’s system of taxation, its effect on consumer and financial decisions and how it supports consumers or producers • how individuals and/or businesses interact with financial institutions, and manage risk and reward opportunities and trade-offs • nature of innovations and how Australian entrepreneurs and/or businesses create and maintain a competitive advantage within markets.
<p><i>9a. Do the ACARA proposed Yr 9 changes to content descriptors make sense for teaching and learning purposes?</i></p>	<p><i>9b. Do the ACARA proposed Yr 9 changes reduce, refine and/or declutter the curriculum and improve teaching and learning?</i></p>	<p><i>9c. Do the QETA draft Yr 9 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement? standards?</i></p>

Year 10 knowledge and understanding Current content descriptors	Year 10 ACARA Proposed Content descriptors	Year 10 QETA Draft Content Descriptions
<ul style="list-style-type: none"> • Indicators of economic performance and how Australia’s economy is performing. • The links between economic performance and living standards, and how and why variations exist within and between economies. • The ways that governments manage economic performance to improve living standards. • Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions. • The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management. 	<p>The function and operations of systems:</p> <ul style="list-style-type: none"> • the economic objectives of the Australian government and how they influence economic decision-making • the role of Australia’s <i>superannuation</i> system, including its influence on financial decision-making by consumers and producers • the ways the government intervenes in the economy due to variations in living standards within Australian society. <p>Economics and business activity</p> <ul style="list-style-type: none"> • factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions • the ways entrepreneurs, particularly First Nations Australian entrepreneurs and organisations, improve productivity, organisational and workforce management in response to changing conditions within the economic and business environment. 	<p>Economic perspectives</p> <ul style="list-style-type: none"> • Australian economic objectives and how they influence government decision-making • ways the government intervenes in the economy due to variations in living standards within Australian society. <p>Business and personal perspectives</p> <ul style="list-style-type: none"> • role of superannuation, how it compounds over time and is influenced by short- and long-term decisions and trade-offs • factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions • ways individuals and businesses respond to changing economic conditions.

10a. Do the ACARA proposed Yr 10 changes to content descriptors make sense for teaching and learning purposes?

*10b. Do the ACARA proposed Yr 10 changes **reduce, refine and/or declutter** the curriculum and/or improve teaching and learning?*

10c. Do the QETA draft Yr 10 suggestions reduce, refine and/or declutter and/or improve teaching and learning OR could you add a suggestion for improvement?

10d. Are the sub-strands and proposed headings helpful?

Year 10 ACARA Proposed achievement standards Knowledge and understanding strand	Year 10 ACARA Proposed achievement standards Skill strand
<p>By the end of Year 10,</p> <ul style="list-style-type: none"> students evaluate how and why the Australian government manages economic performance to improve living standards. They analyse influences on major consumer and financial decisions and explain the different strategies that may be used to improve individual and community wellbeing and economic participation. They analyse variations in economic performance and standards of living within the Australian economic and business environment. They evaluate the effect of entrepreneurship on business performance. 	<p>When investigating a contemporary economic and/or business issue or event, students use relevant concepts to ask a range of questions, select and analyse data and information from a range of sources for relevance and reliability and explain the representation of stakeholder perspectives. They interpret and analyse representations of data to explain trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts. They synthesise economics and business data, information, the perspectives of key stakeholders and apply entrepreneurship to develop actions or responses. They evaluate proposals using appropriate criteria to decide on a justified course of action from an economic, business or financial perspective. Students communicate evidence-based conclusions using relevant economics and business knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.</p>

10e. Does the inclusion of skill verbs in the knowledge and understanding strand achievement standards represent a confusion of declarative (knowledge) and procedural (skills) knowledge?

10f. Should only verbs that align to knowledge and understanding (K&U) appear in the achievement standard that represents the K&U strand?

Questions?

11. If you answered “no, not yet” to any Part 2 items so far, please feedback your comments to QETA via email, at the QETA webinars or via the QETA survey.

1. Outline of the ACARA proposed changes and the key organising ideas
2. Drill down into Knowledge and Understanding strand proposals for Year levels 7—10
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Skills strand

Refined

PROPOSED

- *Investigating contemporary economic and business issues*
- Interpreting and analysing
- Economic and business decision-making
- Communicating

CURRENT

- Questioning and research
- Interpretation and analysis
- Economic reasoning, decision-making **and application**
- Communication **and reflection.**

12. Does the change in the first skill name add value in terms of communicating the skill focus more clearly?

Year 7 and 8 skills strand Current content descriptors	<i>Year 7 and 8</i> ACARA Proposed Content descriptors	<i>Year 7</i> ACARA Proposed Achievement standards
<ul style="list-style-type: none"> Develop questions about an economic or business issue or event, and plan and conduct an investigation or project Gather relevant data and information from a range of digital, online and print sources 	<ul style="list-style-type: none"> develop questions using economic and business concepts to investigate contemporary issues or events select and organise relevant data, information and viewpoints from a range of sources 	<ul style="list-style-type: none"> When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select and organise relevant data and information from sources.
<ul style="list-style-type: none"> Interpret data and information displayed in different formats to identify relationships and trends 	<ul style="list-style-type: none"> interpret representations of data, identifying similarities and differences, trends and economic cause-and effect relationships 	<ul style="list-style-type: none"> They interpret representations of data to identify trends.
<ul style="list-style-type: none"> Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative Apply economics and business knowledge, skills and concepts in familiar and new situations 	<ul style="list-style-type: none"> apply economics and business concepts to develop an action or response to an issue or event, and evaluate potential costs or benefits of each action or response identify the influence of entrepreneurship and explain its effect on the outcomes of a proposed action or response 	<ul style="list-style-type: none"> They apply economics and business concepts to develop an action or response to an issue or event. They identify costs and benefits of the proposed action or response and make decisions about a course of action.
<ul style="list-style-type: none"> Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions 	<ul style="list-style-type: none"> communicate evidence-based conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledgement of sources 	<ul style="list-style-type: none"> Students communicate conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledge sources

13a. Do the ACARA proposed Yr 7-8 changes to SKILL content descriptors make sense for teaching and learning?

13b. Do the ACARA proposed Yr 7-8 changes **declutter/reduce** the curriculum and **improve** teaching/learning?

13c. Do the ACARA proposed **Yr 7** changes align to the proposed SKILL achievement standards?

Year 7 and 8 skills strand Current content descriptors	<i>Year 7 and 8</i> ACARA Proposed Content descriptors	<i>Year 8</i> ACARA Proposed Achievement standards
<ul style="list-style-type: none"> Develop questions about an economic or business issue or event, and plan and conduct an investigation or project Gather relevant data and information from a range of digital, online and print sources 	<ul style="list-style-type: none"> develop questions using economic and business concepts to investigate contemporary issues or events select and organise relevant data, information and viewpoints from a range of sources 	<ul style="list-style-type: none"> When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, and select and organise relevant data and information from sources.
<ul style="list-style-type: none"> Interpret data and information displayed in different formats to identify relationships and trends 	<ul style="list-style-type: none"> interpret representations of data, identifying similarities and differences, trends and economic cause-and effect relationships 	<ul style="list-style-type: none"> They interpret and analyse representations of data to identify trends and economic cause-and-effect relationships.
<ul style="list-style-type: none"> Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative Apply economics and business knowledge, skills and concepts in familiar and new situations 	<ul style="list-style-type: none"> apply economics and business concepts to develop an action or response to an issue or event, and evaluate potential costs or benefits of each action or response identify the influence of entrepreneurship and explain its effect on the outcomes of a proposed action or response 	<ul style="list-style-type: none"> They apply economics and business knowledge, skills and concepts to develop an action or response to an issue or event. They evaluate costs and benefits of the proposal and make decisions about how it is to be implemented. <p style="text-align: right;">Key – extension from Yr 7</p>
<ul style="list-style-type: none"> Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions 	<ul style="list-style-type: none"> communicate evidence-based conclusions using economics and business language, types of text appropriate to purpose and audience, and acknowledgement of sources 	<ul style="list-style-type: none"> Students communicate conclusions using economics and business language, text types to appropriate to purpose and audience, and acknowledge sources.

14a. Do the ACARA proposed Yr 8 changes align to the proposed SKILL achievement standards?
14b. Do the elements in blue highlighting representing a meaningful movement from Yr7 skills to Yr 8 skills?

Year 9 and 10 skills strand Current content descriptors	Year 9 and 10 ACARA Proposed Content descriptors	Year 9 ACARA Proposed Achievement standards
<ul style="list-style-type: none"> Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation Gather relevant and reliable data and information from a range of digital, online and print sources 	<ul style="list-style-type: none"> develop a range of questions using relevant economic and business concepts to investigate contemporary issues or events select and use data, information and perspectives from a range of sources that are relevant and reliable 	<ul style="list-style-type: none"> When investigating a contemporary economic and/or business issue or event, students use concepts to ask questions, select and analyse relevant and reliable data and information and identify stakeholder perspectives from a range of sources.
<ul style="list-style-type: none"> Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives 	<ul style="list-style-type: none"> interpret and analyse representations of data, such as explaining similarities and differences, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts identify and explain the perspectives of key stakeholders 	<ul style="list-style-type: none"> They interpret and analyse representations of data to explain economic trends and cause-and-effect relationships and make predictions about consumer and financial impacts.
<ul style="list-style-type: none"> Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action Apply economics & business knowledge, skills and concepts in familiar, new and hypothetical situations 	<ul style="list-style-type: none"> synthesise economics and business concepts, data and information to develop actions or responses to an issue or event evaluate actions or responses, using cost-benefit analysis or criteria, to decide on a course of action from an economic, business or financial perspective 	<ul style="list-style-type: none"> They synthesise economics and business data, information, the perspectives of key stakeholders and apply entrepreneurship to develop an action or response. They evaluate a proposal using appropriate criteria to decide on a justified course of action.
<ul style="list-style-type: none"> Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts Reflect on the consequences of actions 	<ul style="list-style-type: none"> communicate evidence-based conclusions using economics and business concepts and terms, a range of formats and types of text appropriate to purpose and audience, and reference sources. 	<ul style="list-style-type: none"> Students communicate conclusions using relevant economics and business knowledge and language, a range of formats and types of text appropriate to purpose and audience, and reference sources.

- 15a. Do the ACARA proposed Yr 9-10 changes to SKILL content descriptors make sense for teaching and learning?
- 15b. Do the ACARA proposed Yr 9-10 changes declutter/reduce the curriculum and improve teaching/learning?
- 15c. Do the proposed references to perspectives and stakeholders make sense and/or add value at each mention?

Year 9 and 10 skills strand Current content descriptors	Year 9 and 10 ACARA Proposed Content descriptors	Year 10 ACARA Proposed Achievement standards (AS)
<ul style="list-style-type: none"> Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation Gather relevant and reliable data and information from a range of digital, online and print sources 	<ul style="list-style-type: none"> develop a range of questions using relevant economic and business concepts to investigate contemporary issues or events select and use data, information and perspectives from a range of sources that are relevant and reliable 	<ul style="list-style-type: none"> When investigating a contemporary economic and/or business issue or event, students use relevant concepts to ask a range of questions, select and analyse data and information from a range of sources for relevance and reliability and explain the representation of stakeholder perspectives.
<ul style="list-style-type: none"> Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives 	<ul style="list-style-type: none"> interpret and analyse representations of data, such as explaining similarities and differences, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts identify and explain the perspectives of key stakeholders 	<ul style="list-style-type: none"> They interpret and analyse representations of data to explain trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts. <div data-bbox="1650 764 2049 824" style="border: 1px solid black; padding: 2px; text-align: center;"> Key – extension from Yr 9 </div>
<ul style="list-style-type: none"> Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations 	<ul style="list-style-type: none"> synthesise economics and business concepts, data and information to develop actions or responses to an issue or event evaluate actions or responses, using cost-benefit analysis or criteria, to decide on a course of action from an economic, business or financial perspective 	<ul style="list-style-type: none"> They synthesise economics and business data, information, the perspectives of key stakeholders and apply entrepreneurship to develop actions or responses. They evaluate proposals using appropriate criteria to decide on a justified course of action from an economic, business or financial perspective.
<p>16a. Do the ACARA proposed Yr 10 changes align to the proposed SKILL achievement standards (AS)?</p>	<ul style="list-style-type: none"> communicate economic information in a range of appropriate formats for a purpose 	<p>16b. Do the ACARA proposed Yr 10 changes align to the proposed SKILL AS?</p> <p>16c. Do the elements in blue highlighting representing a meaningful movement from Yr 9 skills to Yr 10 skills?</p> <p>16d. Do the proposed references to perspectives and stakeholders make sense and/or add value at each mention?</p>

Questions?

17. If you answered “no, not yet” to any items so far, please feedback your comments to QETA via email, at the QETA webinars or via the QETA survey.

1. Outline of the ACARA proposed changes and the key organising ideas
2. Drill down into Knowledge and Understanding strand proposals for Year levels 7—10
3. Drill down into Skill strand proposals for Year levels 7—10
4. Comment on general capabilities and cross-curricular changes

General capabilities

Small
change -
update

PROPOSED

- *Digital Literacy*
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding

CURRENT

- Information and communication technology
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Literacy and numeracy are fundamental to all learning. ... literacy and numeracy skills are required and applied in all learning areas ...

Cross curriculum priorities

No
change

PROPOSED

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

CURRENT

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

More information?

- Review of Australian curriculum:
<https://www.acara.edu.au/curriculum/curriculum-review>
- Australian Curriculum Review Consultation and Survey
<https://www.australiancurriculum.edu.au/consultation/>
- Humanities and Social Sciences review information
<https://www.australiancurriculum.edu.au/consultation/humanities-and-social-sciences/>
- Copy of ACARA survey questions:
<https://www.australiancurriculum.edu.au/consultation/consultation-surveys/>

Your feedback is important and valued

- **Feedback to QETA**, through one of the following options:
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 - Survey Monkey released 1st June to 14 June (*structured with same numbering as this webinar*)
 - Direct email of comments – to info@qeta.com.au
- **Feedback to ACARA** directly
 - Curriculum survey questions: <https://www.australiancurriculum.edu.au/consultation/consultation-surveys/>
 - Survey link: <https://www.surveymonkey.com/r/acrevieweconomics>

Thank you

